

## **COURSE OUTCOMES and LEARNING OBJECTIVES**

At completion of this course the student should be able to:

### **35-1 Orientation**

- 35-1.1** Identify the basic components of juvenile firesetting. *6-1.1*
- 35-1.2** Identify the basic understanding of the juvenile firesetter problem.  
*6-1.1, 6-1.2*
- 35-1.3** Identify the basic components in developing a juvenile firesetting program tailored to the Authority having Jurisdiction. *6-1.2, 6-2.2, 6-2.3*
- 35-1.4** Identify the Office of the State Fire Marshal requirements for certification as Juvenile Firesetter Intervention Specialist.

### **35-2 Juvenile Firesetter Networking 6-2.4**

- 35-2.1** Identify the need to start a network
- 35-2.2** Identify how to start a network
- 35-2.3** Identify the people important to a juvenile firesetter network

### **35-3 Normal Child Development 6-1.1**

- 35-3.1** Identify the normal development of:
  - 35-3.1.1** Preschooler
  - 35-3.1.2** Children in grades K – 6
  - 35-3.1.3** Adolescence and teenagers
  - 35-3.1.4** Mentally challenged children and adults
  - 35-3.1.5** Physically challenged children and adults
- 35-3.2** Identify the fire and burn problems associated with the:
  - 35-3.2.1** Preschooler
  - 35-3.2.2** Children in grades K – 6
  - 35-3.2.3** Adolescence and teenagers
  - 35-3.2.4** Mentally challenged children and adults
  - 35-3.2.5** Physically challenged children and adults

### **35-4 Mental Health Issues and Child Abuse 6-1.1**

- 35-4.1** Identify the signs of child abuse and/or neglect
- 35-4.2** Identify the proper notifications for mandatory state reporting for abuse/neglect
- 35-4.3** Identify some of the symptoms of ADD/ADHD
- 35-4.4** Identify a basic understanding of Post Traumatic Stress Disorder (PTSD)
- 35-4.5** Identify a basic understanding of different therapy approaches by Mental Health

### **35-5 Characteristics of Juvenile Firesetters. 6-4.1**

- 35-5.1** Identify the profile of the juvenile firesetter.
- 35-5.2** Identify the red flags associated with juvenile firesetting
- 35-5.3** Identify a basic understanding of ritualistic abuse
- 35-5.4** Identify a basic understanding of gang activities

**35-6 How to identify Juvenile Firesetters 6-1.1, 6-1.2**

**35-6.1** Identify and understand the juvenile firesetting categories

**35-6.1.1** Low risk/curiosity firesetters

**35-6.1.2** Moderate risk/definite firesetters

**35-6.1.3** High risk/extreme firesetters

**35-6.2** Identify the family factors which can contribute to juvenile firesetting

**35-6.3** Identify the scope and level of the firesetting problem

**35-6.4** Identify the economic boundaries of the juvenile firesetting problem

**35-6.5** Identify the importance of tracking statistics

**35-7 Juvenile Legal issues 6-1.1**

**35-7.1** Identify the involvement of the juvenile legal system in relation to juvenile firesetting

**35-7.2** Identify the need for confidentiality and obtaining information regarding juveniles

**35-7.3** Identify the pitfalls associated with dealing with the juvenile

**35-7.4** Identify the proper information that needs to be reported with a juvenile

**35-7.5** Identify the laws related to a juvenile

**35-7.6** Identify the steps that a juvenile can enter into the juvenile justice system

**35-7.7** Identify the various alternative sentencing programs available to the court system

**35-8 Interviewing Juveniles 6-4.1**

**35-8.1** Identify the ideal environment for interviewing the juvenile. 6-4.2

**35-8.2** Identify the different interview techniques associated in interviewing the juvenile 6-4.3

**35-8.3** Identify the pitfalls associated with interviewing the juvenile

**35-8.4** **Demonstrate the ability to conduct an interview, given interview forms and program guidelines, so that the juvenile firesetter intervention specialist contacts the family; explains the program and its benefits; schedules a time, date, and place for the interview; and advises the family of possible intervention options. 6-4.2**

**35-8-5** **Demonstrate the ability to give feedback to a supervisor, given a case file, including forms, the interview information, and selected intervention, so that the supervisor can ensure that the assessment process meets all applicable policies and procedures. 6-2.3**

**37-8-6** **Demonstrate the appropriate review of a case file, given a referral, incident report, interview forms and all related information, so that, before speaking with the child and family, the juvenile firesetter intervention specialist become familiar with the incident and circumstances of the firesetting. 6-4.1**

**35-9 Screening and Assessment 6-2.1**

- 35-9.1** Identify the need for conducting evaluations/screenings
- 35-9.2** Identify the need to use the OSFM/ICFIRES Screening/Interview forms
- 35-9.3** Identify the proper method for completing and scoring the OSFM/ICFIRES Screening/Interview forms
- 35-9.4** Demonstrate the completion and scoring of the OSFM/ICFIRES Screening/Interview forms

**35-10 Referral and Follow-up (Role playing) 6-4.6, 6-4.7**

- 35-10.1** Identify the process to follow a child through the juvenile firesetter process
- 35-10.2** Identify the need the proper referrals
- 35-10.3** Identify the need and reason for continuous involvement with a juvenile firesetter child
- 35-10.4** Identify the need for follow-up, including the intervals of follow-up, needed for the different levels of firesetting behaviors

**35-11 Public Education and Fire Prevention 6-2.4, 6-4.4, 6-4.5**

- 35-11.1** Identify the public education 5-Step Process
- 35-11.2** Identify the use of the 5-Step Process for the development of programs
- 35-11.3** Identify the available resources to educate juvenile firesetter children

**35-12 Explosives Awareness and False Fire Alarms**

- 35-12.1** Identify how children find explosives
- 35-12.2** Identify various ways children obtain explosives
- 35-12.3** Identify the basic types of explosives
- 35-12.4** Identify the most common explosives used by juveniles
- 35-12.5** Identify the need for fire alarm education
- 35-12.6** Identify the educational needs and concerns for false alarms